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ABSTRACT

Information describing the characteristics and plans of 1978 college-bound seniors in the state of Washington is presented. This information is routinely collected through administration of the Washington Pre-College Testing Program (WPC) test battery and is presented in tabular form with highlights cited in the text. Focus is on high school honors programs, extracurricular activities, and outside-of-class experiences; college program interests, extracurricular plans, and perceived needs for help; and career plans. The appendix contains a list of college majors and career areas. (SPG)

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State of Washington 1978 College Bound Seniors:

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The Washington Pre-College Testing Program

The Washington Pre-College Testing Program (WPC) was founded in the late 1940's by Dr. Paul Horst, internationally known psychologist at the University of Washington. During the late 1950's the WPC test battery was first administered to high school students to serve their career planning needs. Concurrently, many post-secondary institutions around the state began to use the WPC Test for admissions, placement, and advising purposes.

Presently, the WPC tests about 28,000 students per year in Washington state. Approximately 80% are high school juniors, the remainder being mostly seniors. Some first-year college students also complete the WPC Test. The WPC battery consists of nine cognitive ability tests, a vocational interest inventory, plus a large number of demographic and career-related items. Results are used for career guidance at all high schools in the state and for career planning and/or placement and/or admissions purposes by almost all Washington public and private two and four year colleges. WPC scores are also accepted for admissions purposes by a number of post-secondary institutions in the states of Idaho and Oregon.

This report was written by Richard J. Noeth, Executive Director, The Washington Pre-College Testing Program, Seattle, Washington, June, 1978

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State of Washington 1978 College Bound Seniors: Characteristics and Plans

Introduction

Report Overview

This report presents a considerable amount of information that describes the characteristics and plans of 1978 college-bound seniors in the state of Washington. This information, along with test scores and grades, is routinely collected through administration of the Washington Pre-College Testing Program (WPC) test battery. Historically, the WPC battery has been completed by a very large majority of college-bound students in the state. (Others write the Scholastic Aptitude Test or the American College Testing Program assessment instrument). The data gathered by WPC, then, provide a fairly comprehensive picture of the population of college-bound students from the state of Washington. While this present information is descriptive in nature and makes interesting reading, it also allows certain implications to be drawn about our state's college-bound students. For example, students' expressed needs for help in improving specific types of academic skills and in making career plans perhaps reflect something about their self-perceived levels of development in these areas.

This report initially focuses on the types of honors programs, extracurricular activities, and out-of-class experiences in which these students were involved during their high school years. Then, special program interests, extracurricular activity plans, and expressed needs for help in college are covered. Finally, the present career plans of these college-bound students are discussed.

Procedures

The data gathered for this report represent all students (N = 27,514) tested by WPC during the 1977 calendar year. This includes 21,512 juniors tested during the spring and 5089 seniors tested when returning to school in the fall of that year. The remaining students (N = 913) were entering first-year college students at Washington post-secondary institutions in 1977. This small percentage (3%) should not bias the information on the 1978 college-bound students both because of the small size of the group as well as their similarity in background to the 1978 students.

Much of the data in this report is presented in tabular form with highlights cited in the text. Tables contain rounded percentages for each item for males, females, and the total group. These percentages are based on all students responding to that particular item. In all cases except Table 1 which includes all students and Table 2 where 17% chose not to respond, over 90% of the students responded to the items listed.

Table 1 presents a breakdown of the college-bound population from this study by sex. As indicated, a larger percentage of college-bound seniors were female (54%) than male (46%) although males constituted a slightly larger percentage (51%) of all 12th graders in Washington for the 1977-78 school year. Table 2 indicates that the vast majority of college-bound seniors were of the caucasian/white ethnic origin.

High School Honors Programs, Extracurricular Activities, and Outside of Class Experiences

Small percentages of talented students are usually enrolled in advanced placement, accelerated, or honors programs during high school. Table 3 presents enrollment in these types of programs for Washington college-bound students. More females (18%) than males (13%) were enrolled in English

Table 1

Washington 1978 College-Bound Seniors by Sex

Sex	N	%
Male	12718	46
Female	14796	54
Total	27514	100

Table 2

Washington 1978 College-Bound Seniors: Ethnic Group

Ethnic group	Males - %	Females - %	Total - %
American Indian/Native American	2	2	2
Asian American	4	3	4
Afro-American/Black	2	2	2
Caucasian/White	91	92	92
Mexican-American/Chicano	2	1	1

Note. Directions to students were: "To which ethnic group do you consider yourself to belong?"

Table 3

Washington 1978 College-Bound Seniors: Enrolled in High School Accelerated or Honors Programs

Accelerated or honors programs	Males - %	Females - %	Total - %
English	13	18	16
Mathematics	24	15	19
Natural sciences	12	8	9
Social sciences	6	5	5
Foreign language	9	11	10

Note. Directions to students were: "In high school I was enrolled in advanced placement, accelerated, or honors programs in the following areas. (Mark yes or no for each area.)"

honors programs while more males than females were enrolled in mathematics and natural science honors programs (24% vs. 15% and 12% vs. 8%, respectively).

Extracurricular activities in high school have often been discussed with mixed emotions by college admissions personnel, parents, and high school educators. Do they affect chances for admission? Are they worthwhile activities for students? Do they help or hurt academic performance? Students, on the other hand, seem to have much less of an array of feelings concerning such activities. Indeed, if participation is any indication, this year's college-bound class is quite positive about such experiences. Levels of involvement are described in Table 4.

Overall, varsity athletics (50%) and special interest groups (48%) appeared to be the most popular activities to join. Almost two-thirds (63%) of the males (39% of the females) were involved in varsity athletics and over half (57%) of the females (39% of the males) were active in special interest groups (cheer team, ski club, sailing club, etc.). Forty-seven percent of the males and 32% of the females were also active in intramural athletics. Another extracurricular experience involving a large percent of students was working in campus or community organizations. Thirty-six percent of the females (20% of the males) participated in this activity. Student government, with 6% more females than males, and instrumental music, with almost equal percentages of male and female participation, each involved about 25% of the college-bound students. Finally, about one-fifth participated in publications organizations, drama and theatre, departmental clubs, and religious clubs with larger percentages of females involved in each.

Experiences that take place out-of-class and involve significant amounts of student time and effort are often noticed by only a few. It is difficult, then, to appreciate the types of activities and accomplishments our college-bound students enjoy when not in class. Indeed, like

extracurricular activities, these can become significant learning experiences which have present meaning in terms of involvement and often have lasting impact on future career plans and decisions. Table 5 through 13 present data on such experiences.

College-bound seniors involved in out-of-class work experiences are clearly in the majority. In fact, about two-thirds (72% of the males and 60% of the females) have held regular part-time jobs. Forty-three percent overall (53% of the males and 36% of the females) have held full-time paying summer jobs. This figure is made more interesting when you consider that 80% of the respondents answered this item prior to the summer preceding their senior year of high school. Also, about one-third of the students earned money by selling goods or services. These and related work experience data are presented in Table 5. Table 6 contains students' out-of-class leadership activities. It indicates that about one-third overall (9% more females than males) had campaigned to elect themselves or someone else to a school office. Also, about one-third of the college-bound students held a non-church leadership position and one-fourth had received an award or recognition for leadership.

In the field of science, the most frequently checked out-of-class activity was performance of an independent scientific experiment. Eleven percent had done this (16% of the males and 8% of the females). This and other related items are listed in Table 7. Table 8 documents college-bound students' out-of-class artistic experience. Almost half of the females (36% of the males and 42% overall) reported finishing a work of art (painting, ceramics, sculpture, etc.) on their own. Twenty-five percent overall exhibited a work of art at school.

College-bound students' out-of-class speech and musical activities are described in Tables 9 and 10, respectively. Nineteen percent had substantial roles in high school or church-sponsored plays and 18% helped with directing,

Table 4

Washington 1978 College-Bound Seniors: High School Extracurricular Activities

Activity	Males - %	Females - %	Total - %
Student government	23	29	26
Publications (newspaper, yearbook, etc.)	18	23	21
Instrumental music	25	26	25
Vocal music	13	28	21
Debate	7	5	6
Drama, theatre	16	23	20
Varsity athletics	63	39	50
Intramural athletics	47	32	39
Political organizations	6	5	6
Racial or ethnic organizations	2	4	3
Religious clubs	14	24	19
Departmental clubs	15	24	20
Radio or TV	8	4	5
Fraternity or sorority	1	3	2
Special interest groups (cheer team, drill team, ski club, sailing club, etc.)	39	57	48
Campus or community service organizations	20	36	29

Note. Directions to students were: "In high school I participated in the following extra-curricular activities. Mark yes or no for each.)"

Table 5

Washington 1978 College-Bound Seniors: Outside-of-Class Work Activities

Work activities	Males - %	Females - %	Total - %
Held a regular part-time job	72	60	66
Held a full-time summer job	53	36	43
Sold goods or services	34	33	34
Was in high school work-study, distributive education, or cooperative work program	12	16	14
Started business or service	11	4	7
Supervised work of others	22	16	19
Managed financial affairs of some organization	10	15	13

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 6

Washington 1978 College-Bound Seniors: Outside-of-Class Leadership Activities

Leadership activity	Males - %	Females - %	Total - %
Appointed to student office	17	24	21
Campaigned to elect myself or someone else to a school office	25	34	30
Held a non-school leadership position	30	32	31
Participated in a non-school political campaign	9	9	9
Participated in a student movement to change institutional rules or procedures	17	21	20
Was elected to one or more student offices	17	24	21
Received award or recognition for leadership	25	25	25

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 7

Washington 1978 College-Bound Seniors: Outside-of-Class Science Activities

Science activity	Males - %	Females - %	Total - %
Wrote independent scientific paper which received the highest award in school	5	3	4
Did an independent scientific experiment	16	8	11
Participated in a Natural Science Foundation summer program	1	-	1
Won a prize for a scientific work or study	5	4	4
Placed in a regional or state science contest	1	1	1
Placed in a school science contest	3	2	3
Participated in a scientific contest or talent search	6	4	5

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 8

Washington 1978 College-Bound Seniors: Outside-of-Class Artistic Activities

Artistic activity	Males - %	Females - %	Total - %
Finished a work of art on my own	36	47	42
Exhibited a work of art at school	23	27	25
Exhibited a work of art at a state or regional show	4	4	4
Exhibited a work of art in a city or county show	8	10	9
Won a prize in a school art competition	2	2	2
Won a prize in a city, county, or state competition	3	5	4
Had artwork published in a public newspaper or magazine	6	3	4

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 9

Washington 1978 College-Bound Seniors: Outside-of-Class Speech Activities

Speech activity	Males - %	Females - %	Total - %
Placed in a regional or state speech or debate contest	2	2	2
Entered a school speech or debate contest	7	7	7
Had substantial roles in school or church plays	16	21	19
Had roles in non-school or non-church plays	9	12	10
Appeared on radio or TV as a performer	6	5	5
Helped with directing, set design, or construction of play	15	20	18
Gave a speech recital	16	14	15

Note. Directions to students were: "(Mark yes or no for each area.)"

set design, or construction in a play. About 5% more females than males were involved in these activities. In terms of musical activities, half overall (45% of the males and 54% of the females) played a musical instrument and more than a third (28% of the males and 43% of the females) gave a public, individual or group recital. Forty-four percent overall (36% of the males and 50% of the females) performed in a school musical group.

Table 11 presents students' out-of-class writing activities. Thirty-eight percent overall (29% of the males and 46% of the females) wrote an original but unpublished piece of creating writing on their own. Twenty-two percent (19% of the males and 25% of the females) worked on the staff of a school paper or yearbook. Twenty percent had poems, stories, essays, or articles published in a school publication. Involvement in community service activities is reported in Table 12. Twenty-eight percent overall won recognition or an award for a club or organization activity (FFA, FHA, 4-H, Scouting, Boys' Club, Girls' Club, etc.). Over one-fourth were active in programs which helped their community or neighborhood develop pride in itself and 29% of the females (16% of the males and 23% overall) participated in programs to assist handicapped or deprived children or adults. Twenty-four percent of the females (8% of the males and 17% overall) worked as volunteer aides in hospitals, clinics, or homes.

College-bound students' out-of-class athletic activities are listed in Table 13. While an almost equally high percentage of males and females (81% and 77%, respectively) attended athletic events regularly, percentages for participation in such activities differed greatly by sex. In school, 64% of the males (39% of the females) participated in one or more varsity athletic teams and 50% of the males (30% of the females) earned varsity letters. Outside of school, 60% of the males (51% of the females) participated in two

Table 10

Washington 1978 College-Bound Seniors: Outside-of-Class Musical Activities

Musical activity	Males - %	Females - %	Total - %
Composed music	10	9	10
Performed with a professional music group	10	12	11
Performed in a school musical group	36	50	44
Gave a public recital (individual or group)	28	43	36
Played a musical instrument	45	54	50
Received a superior rating in a state music contest	8	10	9
Participated in a state music contest	13	16	14

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 11

Washington 1978 College-Bound Seniors: Outside-of-Class Writing Activities

Writing activities	Males - %	Females - %	Total - %
Worked on school paper or yearbook staff	19	25	22
Had poems, stories, or articles published in a school publication	18	23	20
Wrote an original but unpublished piece of creative writing on my own	29	46	38
Had poems, stories, or articles published in a public newspaper or in a state anthology	4	4	4
Won a prize for creative writing	2	2	2
Published a creative writing work in a public magazine	1	1	1
Published a creative writing work in a school magazine	6	8	7

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 12

Washington 1978 College-Bound Seniors: Outside-of-Class Community Service Involvement

Community service involvement	Males - %	Females - %	Total - %
Won recognition for a club or organization activity	28	28	28
Taught religious classes or led religious services	7	15	11
Worked as a volunteer in a hospital, clinic, or home	8	24	17
Was active in program helping develop community pride	25	26	26
Participated in a program to assist handicapped or deprived children or adults	16	29	23
Volunteered on a civic improvement or voter education project	10	8	9
Received recognition for community service	11	12	12

Note. Directions to students were: "(Mark yes or no for each area.)"

Table 13

Washington 1978 College-Bound Seniors: Outside-of-Class Athletic Activities

Athletic activity	Males - %	Females - %	Total - %
Participated in one or more varsity athletic team events	64	39	51
Earned a varsity letter	50	30	39
Was a cheerleader or captain of a varsity team	13	15	14
Received all-city, league, county, or state team award	14	9	11
Participated in an organized athletic competition outside high school	57	32	43
Participated in two or more individual athletic activities	60	51	55
Attended athletic events regularly	81	77	79

Note. Directions to students were: "(Mark yes or no for each area.)"

or more individual athletic activities (e.g., swimming, boating, skiing, golf, etc.) and 57% of the males (32% of the females) participated in an organized athletic competition.

College Program Interests, Extracurricular Plans, and Perceived Needs for Help

College-bound students were asked when taking the Washington Pre-College Test about their interest in special programs when enrolled in college. Forty-two percent overall expressed an interest in independent study programs and 34% (31% of the males and 36% of the females) were interested in honors programs. Around 20% were interested in advanced placement each in math, English, natural sciences, and social sciences. There was a spread of about 10% between the sexes in their interests in advanced placement each in math, English, and natural sciences (29% vs. 15%, 18% vs. 25%, 25% vs. 15% for males vs. females in these three areas, respectively). Table 14 presents information on these and other college program interests.

Students' college extracurricular interests are contained in Table 15. The largest overall percentage (61%) expressed an interest in joining special interest groups (e.g., cheer team, drill team, ski club, sailing club, etc.) when they attend college. More females (67%) than males (53%) expressed this interest. Over half (61% of the males and 44% of the females) were interested in intramural athletics and almost half of the males (28% of the females) expressed a desire to participate in varsity athletics. Over one-third of the students (23% of the males and 46% of the females) were interested in participating in campus or community service organizations. About one-quarter of the students overall were interested each in publications (newspaper, yearbook, etc.) with 13% more females than males, departmental clubs (8% more females), and radio or TV (9% more males). Thirty-two percent of the females and 23% of the males were interested in sororities and fraternities,

Table 14

Washington 1978 College-Bound Seniors: Interests in Special College Programs

Program	Males - %	Females - %	Total - %
Honors program	31	36	34
Independent study	42	43	42
Advanced placement-math	29	15	22
Advanced placement-English	18	25	21
Advanced placement-natural science	25	15	20
Advanced placement-social science	18	17	18
Advanced placement-French	4	9	6
Advanced placement-Spanish	7	10	9
Advanced placement-German	6	6	6
Foreign study	11	20	16

Note. Directions to students were: "In college I will be interested in these special programs. (Mark yes or no for each.)"

Table 15

Washington 1978 College-Bound Seniors: College Extracurricular Interests

Extracurricular interests	Males - %	Females - %	Total - %
Student government	19	23	21
Publications (newspaper, yearbook, etc.)	20	33	27
Instrumental music	20	21	20
Vocal music	12	27	20
Debate	10	9	9
Drama, theatre	15	28	22
Varsity athletics	48	28	37
Intramural athletics	61	44	52
Political organizations	13	11	12
Racial or ethnic organizations	4	7	6
Religious clubs	15	26	21
Departmental clubs	19	27	23
Radio or TV	28	19	23
Fraternity or sorority	23	32	28
Special interest groups (cheer team, drill team, ski club, sailing club, etc.)	53	67	61
Campus or community service organizations	23	46	36

Note. Directions to students were: "In college I will be interested in these extra-curricular activities. (Mark yes or no for each.)"

respectively. Musical, religious club, and student government activities were each checked by about one-fifth of the students.

Students were also asked to indicate areas in college with which they will need help. These areas are reported in Table 16. As indicated, more than half (56%) wanted help in deciding educational goals. Forty-five percent overall (39% of the males and 49% of the females) wanted help with mathematics skills. Thirty-seven percent (41% of the males and 34% of the females) wanted help with written English skills and about one-third overall wanted help with study skills.

Career Plans

Washington college-bound students' career plans are presented in a variety of modes. Table 17 contains their educational degree goals. Thirty-seven percent planned to enroll directly in a four-year college to earn a four-year degree while 26% intended to start a two-year college, then transfer to earn a four-year degree. Thirteen percent overall planned to go and earn a professional-level degree (Ph.D., M.D., J.D., etc.). In terms of types of institutions they prefer to attend, 29% overall (33% of the males and 25% of the females) listed the state universities, 25% checked the four-year state colleges (now regional universities), and 25% listed two-year community colleges. Only 3% were undecided as to the type of institution they prefer. These data are presented in Table 18. Also, eighty-seven percent planned to attend college on a full-time basis (see Table 19). Table 20 lists the college residence plans of college-bound students. Thirty-five percent planned to live in residence halls and another 35% planned to live with parents or relatives.

College-bound seniors' planned majors are listed in Table 21. Largest overall percentages are for majors in health professions (15%), business and

Table 16

Washington 1978 College-Bound Seniors: Requests for Help in College

Help requested with	Males - %	Females - %	Total -%
Mathematical skills	39	49	45
Written English skills	41	34	37
Reading skills	20	16	18
Study skills	33	31	32
Deciding educational goals	54	57	56
Personal counseling	24	21	23

Note. Directions to students were: "In college I will need help with: (Mark yes or no for each.)"

Table 17

Washington 1978 College-Bound Seniors: Educational Goals

Goal	Males - %	Females - %	Total - %
Vocational or technical program (less than 2 years)	6	6	6
Two-year college degree	7	14	11
Start a 2-year college, then transfer to earn a 4-year college degree	27	26	26
Start directly in a 4-year college to earn a 4-year degree	38	37	37
One or two years of graduate study	4	4	4
Professional-level degree (Ph.D., M.D., J.D., etc.)	15	11	13
Other	3	3	3

Note. Directions to students were: "What best describes your educational goal? (Mark the one which best describes your goal.)"

Table 18

Washington 1978 College-Bound Seniors: College Type Preference

Type	Males - %	Females - %	Total - %
Two-year community college	22	27	25
Four-year church-related college	7	10	9
Four-year non-church private college	4	4	4
Four-year state college (regional university)	25	24	25
State university	33	25	29
Technical institute	4	2	3
Business college	1	3	2
Hospital nursing program	-	2	1
Undecided	3	3	3

Note. Directions to students were: "I prefer to attend the following type of institution. (Mark the one which best describes your preference.)"

Table 19

Washington 1978 College-Bound Seniors: Full or Part-time Enrollment Plans

Plan to enroll	Males - %	Females - %	Total - %
Full-time	89	86	87
Part-time	11	14	13

Table 20

Washington 1978 College-Bound Seniors: College Residence Plans

Plans	Males - %	Females - %	Total - %
Residence hall	33	36	35
Off campus	23	17	20
Parents or relatives	34	36	35
Fraternity or sorority	10	10	10

Note. Directions to students were: "What are your residence plans" (Mark one only.)"

management (14%), and education (10%). Within these, substantial sex differences are noted in education and the health professions (both overall and in some specific sub-areas). While large percentages of males planned to major in engineering (14%), agriculture (9%), and trade, industry, and technology, (9%), females showed much less interest in these areas with 2%, 2%, and 1%, respectively. Large percentages of females intended to pursue major areas in social sciences (9%), and the fine and applied arts (8%). Students' feelings of certainty about their planned majors are described in Table 22. Interestingly enough, only 20% overall were very sure of their college major plans. Forty-seven percent were fairly sure and 34% were not sure at all.

Students' expected careers are contained in Table 23. Patterns were similar to planned majors in that the largest overall percentages were in the health professions (16%), business and management (13%), and education (10%). Sex differences again held true in education and in both the general and some specific health professions areas. Large male planned career areas were engineering (14%), trade, industry, and technology (11%), and agriculture (9%). Corresponding female planned careers in these areas were low - 2%, 1%, and 2%, respectively. Students' levels of certainty of their expected career are contained in Table 24. Eighteen percent were very sure of their planned careers, 45% were fairly sure, and 37% were not sure at all. A listing of college major and career areas with specific majors and occupations shown in each area is found in Appendix A.

Discussion

The purpose of this report has been to provide a significant body of knowledge about 1978 college-bound seniors from the state of Washington. This information has been of a more personal nature in that we have discussed their characteristics and plans rather than their test scores and grades.

Table 21

Washington 1978 College-Bound Seniors: Planned College Major Area

Major area	Males - %	Females - %	Total - %
Agriculture	9	2	5
Architecture	4	3	3
Biological sciences	4	4	4
Business and management	15	14	14
Communications	5	3	4
Community service	(3)	(4)	(3)
Protective	3	2	2
Social	-	2	1
Computer sciences	2	2	2
Education	7	12	10
Engineering	14	2	7
Fine and applied arts	5	8	7
Foreign language	-	2	1
Health professions	(8)	(20)	(15)
General	2	6	4
Medicine	5	4	5
Medical technology	-	3	2
Nursing and human care	1	7	4
Home economics	-	3	2
Humanities	1	2	2
Mathematical sciences	2	1	1
Personal services	-	2	1
Physical sciences	3	1	2
Secretarial science	-	5	2
Social sciences	7	9	8
Trade, industry, technology	9	1	5

Note. Directions to students were: "What is your expected major? (Pick your major from the list of college major and career areas and code the three digit number in the spaces provided.)" This list is contained in Appendix A.

Table 22

Washington 1978 College-Bound Seniors: Certainty of Expected Major

Certainty level	Males - %	Females - %	Total - %
Very sure	18	21	20
Fairly sure	47	46	47
Not sure	35	32	34

Note. Directions to students were: "How sure are you of your expected major?"

Table 23

Washington 1978 College-Bound Seniors: Planned Career Area

Career	Males - %	Females - %	Total - %
Agriculture	9	2	6
Architecture	4	3	3
Biological sciences	3	3	3
Business and management	15	12	13
Communications	5	4	4
Community service	(4)	(5)	(4)
Protective	3	2	2
Social	1	3	2
Computer sciences	3	2	2
Education	7	14	10
Engineering	14	2	7
Fine and applied arts	5	7	6
Foreign language	-	1	1
Health professions	(9)	(21)	(16)
General	1	1	1
Medicine	7	6	6
Medical technology	-	4	3
Nursing and human care	1	10	6
Home economics	-	3	2
Humanities	1	2	1
Mathematical sciences	1	-	1
Personal services	-	4	2
Physical sciences	3	1	2
Secretarial science	-	5	3
Social sciences	7	8	8
Trade, industry, technology	11	1	6

Note. Directions to students were: "What is your expected career? (Pick your career from the list of college major and career areas and code the three digit number in the space provided." This list is contained in Appendix A.

Table 24

Washington 1978 College-Bound Seniors: Certainty of Expected Career

Certainty level	Males - %	Females - %	Total - %
Very sure	17	19	18
Fairly sure	44	45	45
Not sure	39	36	37

Note. Directions to students were: "How sure are you of your expected career?"

What can we say about this year's college-bound students? Perhaps, first of all, we can say that they are doers. They have been quite involved in a large variety of extracurricular activities, ranging from athletics to community service to special clubs and interest groups. Furthermore, they have been involved in an array of out-of-class experiences, including paid employment, artistic, musical, and athletic experiences. Also, many have taken advanced placement, honors, and accelerated programs. Based on their high levels of participation, it's probably fair to assume that these experiences have added much to students' personal and social development over their high school years.

Concerning their college plans, it appears that many students have done some serious thinking about the types of special programs (e.g., advanced placement, honors, etc.) they would like to pursue. Large numbers appeared interested in continuing their high school extracurricular interests and perhaps trying some new activities. Many believe that their present levels of academic skills will need improvement when they enter college. One wonders whether this represents students' unreal expectations of the college experience, perceptions of their own level of preparation, or some combination of both. Finally, over half will want help with career planning and decision-making.

In terms of career plans, most planned on obtaining a four-year degree, slightly over half are interested in attending four-year state institutions, and the vast majority plan to attend school full-time. Patterns of students' planned majors and careers after college were similar, as might be expected. Health professions, business and management, and education were the areas with the largest percentages of students in both expected major and planned career. Interestingly enough, similar patterns of certainty existed for both major and career plans. In essence, about two-thirds of the students were very sure or fairly sure of their plans.

One final observation. There appears to be a fairly clear trend of traditional sex-role orientation present in these data. For example, more females preferred special high school and college programs in English (males preferred math and science), participated and planned to participate in community service activities (males were more involved in athletics), and were involved in musical and writing out-of-class activities (more males had been employed and preferred science-related experiences). Also while more females planned majors and careers in education, nursing and human care, and secretarial science, more males chose agriculture, engineering, and trade, industry, and technology areas. Thus, while our college-bound students are active and involved, it appears that much of their involvement and planning follow, to a certain extent, traditional sex-role identification and perhaps expectation.

Appendix A

List of College Major and Career Areas

Agriculture

General
Agricultural Business
Agricultural Economics
Agricultural Mechanics and Technology
Agriculture and Farm Management
Agriculture and Forestry Technology
Agronomy, Field Crops, and Management
Fish, Game, and Wildlife Management
Food Science and Technology
Forestry
Horticulture
Natural Resources Management
Range Management

Architecture

General
Architectural Technology
City, Community, and Regional Planning
Environment Design, general
Interior Design
Landscape Architecture
Urban Architecture

Biological Sciences

General
Animal Science
Biology
Biochemistry
Botany
Dairy Science
Ecology
Entomology
Marine Biology
Microbiology
Ornamental Horticulture
Poultry Science
Soils Science
Zoology

Business and Management

General
Accounting
Banking and Finance
Business Economics
Business Management and Administration
Hotel and Restaurant Management
International Business
Investments and Securities
Labor and Industrial Relations
Marketing and Purchasing
Office Management
Operations Research
Real Estate and Insurance
Transportation and Public Utilities

Communications

General
Advertising
Communications Media
Journalism
Printing and Lithography
Radio/TV

Community Service

General
Law Enforcement and Correction
Military Science
Public Administration

Social Service

Parks and Recreation Management
Social Work

Computer Science

General
Computer Operating
Computer Programming
Data Processing Technology
Data Systems Equipment Repair
Information Sciences and Systems
Keypunch Operator/Input Preparation
Systems Analysis

Education

General
Agricultural Education
Art Education
Business, Commerce, Distributive Education
Educational Administration
Elementary Education, general
English Education

Home Economics Education
Industrial Arts Education
Junior High School Education, general
Library Science
Mathematics Education
Music Education
Physical Education/Recreation Education
Science Education
Secondary Education, general
Social Science Education
Special Education
Speech Education, Speech Correction

Engineering

General
Aerospace/Aeronautical/Astronautical Engineering
Agricultural Engineering
Architectural Engineering
Ceramic Engineering
Chemical Engineering
Civil Engineering
Electrical/Electronic/Communications Engineering
Environmental and Sanitary Engineering
Geological Engineering
Industrial and Management Engineering
Mechanical Engineering
Metallurgical Engineering
Mining and Mineral Engineering
Naval Architecture or Marine Engineering
Nuclear Engineering
Ocean Engineering
Petroleum Engineering
Engineering Technology

Fine and Applied Arts

General
Applied Design
Art
Art History and Appreciation
Dance
Dramatic Arts
Music, Liberal Arts
Music, Performing, Composition, Theory
Music History and Appreciation
Photography or Cinematography

Foreign Language

General
African Languages
Asian Languages
Classics
Germanic Languages
Near Eastern Languages
Romance Languages
Scandinavian Languages
Slavic Languages

Health Professions

General
Medicine
  Chiropractic
  Dentistry
  Medicine
  Osteopathic Medicine
  Optometry
  Podiatry
  Radiology
  Veterinary Medicine
Medical Technology
  Dental Hygiene
  Environmental Health Technology
  Medical Assistant
  Medical Laboratory Technology
  Surgical Assistant
Nursing and Human Care
  Dental Assistant
  Nursing, Registered
  Nursing, Practical
  Occupational Therapy
  Physical Therapy
  Public Health

Home Economics

General
Clothing and Textiles
Consumer Economics and Home Management
Family Relations and Child Development
Foods and Nutrition
Institutional and Cafeteria Management

Humanities

General
Classics
Creative Writing
English, general
Linguistics
Literature, Comparative
Literature, English
Philosophy
Religion
Speech, Debate, Forensics

Mathematical Science

General
Applied Mathematics
Statistics

Personal Services

Stewardess, Cosmetologist, etc.

Physical Science

General
Astronomy
Atmospheric Science and Meteorology
Chemistry
Earth Sciences
Geology
Oceanography
Physics

Secretarial Science

Secretarial Studies

Social Science

African Studies
American Studies
Anthropology
Archaeology
Asian Studies, General
Asian Studies, Southeast
Economics
Ethnic Studies
European Studies
Geography
History
International Relations
Islamic Studies
Latin American Studies
Law
Middle Eastern Studies
Pacific Area Studies
Political Science
Psychology
Russian and Slavic Studies
Sociology
Urban Studies

Trade, Industry, Technology

General
Air Conditioning, Refrigeration, Heating Technology
Aeronautical and Aviation Technology
Appliance Repair
Automotive Body Repair
Automotive Mechanics
Business Machine Maintenance
Carpentry and Construction
Drafting or Engineering Graphics
Dry Cleaning/Laundry Technology
Electricity/Electronics
Engineering Technology
  Aeronautical
  Automotive
  Civil
  Industrial Manufacturing
  Mechanical
Graphic Arts
Heavy Equipment Operating
Industrial Technology/Industrial Arts
Leatherwork
Machinist
Masonry
Metalworking
Plumbing and Pipefitting
Radio/TV Repair
Small Engine Repair
Upholstering
Watch/Instrument Maintenance and Repair
Welding
Woodworking, Cabinetmaking, Millworking